Overview of California's 2006–07 Accountability Progress Reporting System

This overview provides summary information designed to assist accountability coordinators, management staff, and boards of education at local educational agencies (LEAs) in understanding academic accountability requirements in California.

California's comprehensive accountability system monitors the academic achievement of all the state's public schools, including charter schools, and local educational agencies (LEAs) that serve students in kindergarten through grade twelve. (An LEA is a school district or a county office of education.) This accountability system is based on state requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on federal requirements, established by the No Child Left Behind (NCLB) Act of 2001.

Accountability Progress Reporting

The California Department of Education (CDE) reports both state and federal accountability results under the general heading of the "Accountability Progress Reporting" (APR) system. The table below shows the reports included in APR for 2006–07. State-required reports include Base and Growth Academic Performance Index (API) results. Federal-required reports include Adequate Yearly Progress (AYP) and Program Improvement (PI) results. The reports are located on the CDE Web site at http://www.cde.ca.gov/apr/.

2006–07 APR System

State Accountability Requirements	Federal Accountability Requirements
■ 2006 Base API Report (release March 2007)	■ 2007 AYP Report (release August 2007)
■ 2007 Growth API Report (release August 2007)	■ 2007–08 PI Report (release August 2007)

State Accountability Requirements

State results focus on how much schools are improving academically from year-to-year, based on results of statewide testing. The API is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and growth of schools. Each school has unique API growth targets (described on page 2).

Base and Growth API

The API is a numeric index (or scale) ranging from a low of 200 to a high of 1000. In order to meet state requirements and phase in new indicators, each annual API cycle includes a "Base API" and a "Growth API" as shown in the following table:

2006–07 API Reports

2006 Base API	2007 Growth API
■ Reported in March 2007	■ Reported in August 2007
■ Based on 2006 test results	■ Based on 2007 test results
■ Sets targets for growth in the API from 2006 to 2007	■ Shows growth in the API from 2006 to 2007
■ Shows statewide and similar schools ranks	■ Shows whether targets were met

The Base API, released in March, is calculated from statewide test results of continuing and new assessments from the prior school year and serves as the baseline for comparisons with the Growth API.

The Growth API, released in August, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but uses test results from the following school year. The Growth API establishes whether schools met their API growth targets.

The Base API is subtracted from the Growth API in order to show how much a school's API changed from one year to the next (referred to as API growth).

Statewide and similar schools ranks (described on page 2) are included in the Base API Report. Detailed information about how the API is calculated is available in the *2006 Base Academic Performance Index Report Information Guide* and in the "Calculation Spreadsheets Base and Growth," which allow users to input their own data. These documents are located on the CDE Web site at http://www.cde.ca.gov/api/.

Test Results Used in the API

California's accountability system measures the performance and progress of a school or LEA based on results of statewide tests at grades two through twelve. These tests are aligned to state-adopted content standards. The content standards describe the knowledge and skills that students should master at each grade level. The chart in the left column at the

bottom of page 2 shows the content areas and grade levels of the tests used in the API.

API Growth Target Changes

State API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. Since 1999, the growth targets for schools and subgroups have remained unchanged. In May 2006, however, the State Board of Education (SBE) adopted revised API growth target requirements that are shown below, beginning with the 2006 Base API reports (changes are shown in bold). Meeting API targets for schools and subgroups with Base APIs of less than 800 now will be more challenging than in prior years.

School API Growth Targets

■ The annual growth target for a school is 5 percent of the difference between a school's Base API and the statewide performance target of 800. For any school with an API below 800, the **minimum growth target is at least 5 points, until the API approaches 800**. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive API targets.

Subgroup API Growth Targets
(Subgroups are defined on page 5.)

■ **The annual growth target for each numerically significant subgroup at a school is 5 percent of the difference between the subgroup's Base API and the statewide performance target of 800. For any subgroup with an API below 800, the minimum growth target is at least 5 points, until the API approaches 800. Any subgroup with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target.**

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest). These ranks are provided in the Base API reports only. A school's **statewide** rank compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A school's **similar schools rank** compares its API to the APIs of 100 other schools of the same type that have similar opportunities and challenges.

Statewide Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
■ Calculated separately by school type (elementary, middle, or high school)	■ Calculated separately by school type (elementary, middle, or high school)
■ School's API compared to all other schools in the state of the same type	■ School's API compared to 100 other schools that have similar opportunities and challenges

LEAs and schools in the ASAM do not receive API ranks. A small school with between 11 and 99 valid scores receives an API and a statewide rank with an asterisk but no similar schools rank. (Asterisks denote APIs and ranks that are based on small numbers of test results.) More information about similar schools ranks can be found in the "Overview of 2006

State Test Results Used in API and AYP Calculations

Academic Performance Index (API)	Adequate Yearly Progress (AYP)
California Standards Tests (CSTs)	
■ English-language arts, mathematics, history-social science, and science • Grades two through eleven	■ English-language arts and mathematics • Grades two through eight
California Alternate Performance Assessment (CAPA)	
■ English-language arts and mathematics • Grades two through eleven	■ English-language arts and mathematics • Grades two through eight and ten
California High School Exit Examination (CAHSEE)	
■ English-language arts and mathematics • Grade ten (and eleven and twelve if the student passed) • Passed = score of 350 or above	■ English-language arts and mathematics • Grade ten • Proficient = score of 380 or above
California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)	
■ Reading, language arts, spelling, and mathematics • Grades three and seven	■ Not used in AYP

Notes: The CST in history-social science is currently only counted for grades eight, ten, and eleven. The CST in science is only included at grades five and eight through eleven. In addition, a CST in life science is given at grade ten. The CAPA is a standards-based test for students with significant cognitive disabilities who are unable to take the CSTs, even with accommodations or modifications.

Similar Schools Ranks Based on the API" on the CDE Web site at http://www.cde.ca.gov/api/.

Test Weights and Content Area Weights

A school API is a composite number representing the results of different state tests (listed at the bottom of page 2). The test results used in calculating a school's API have different relative emphases. The amount of emphasis each content area has in the API for a particular school (called the school content area weights) are determined by statewide weighting (called test weights) and by the number of students taking a particular test at a school. The SBE adopted the following statewide test weights for the 2006–07 API reporting cycle (test weights new to the API shown in bold):

Statewide Test Weights Grade Levels 2–8

Content Area	2006–07 API Test Weights
CST/CAPA in ELA, Grades 2–8	0.48
CST/CAPA in Mathematics, Grades 2–8	0.32
CST in Science, Grade 5	0.20
CST in HSS, Grade 8	0.20
NRT Reading, Grades 3 and 7	0.06
NRT Language, Grades 3 and 7	0.03
NRT Spelling, Grades 3 and 7	0.03
NRT Mathematics, Grades 3 and 7	0.08
CST in Science, Grade 8	**0.20**
Assignment of 200, CST in Mathematics, Grade 8*	**0.10**

Statewide Test Weights, Grade Levels 9–11

Content Area	2006–07 API Test Weights
CST/CAPA in ELA, Grades 9–11	0.30
CST/CAPA in Mathematics, Grades 9–11	0.20
CST in Science, Grades 9–11	**0.22**
CST in Life Science, Grade 10	**0.10**
CST in HSS, Grades 10–11	**0.23**
CAHSEE ELA, Grades 10–12**	0.30
CAHSEE Mathematics, Grades 10–12**	0.30
Assignment of 200, CST in Mathematics, Grades 9–11*	**0.10**
Assignment of 200, CST in Science, Grades 9–11*	**0.05**

* The assignment of 200 weights are assigned as scores for students who do not take a CST in mathematics, grades 8–11, or a CST in science, grades 9–11.

** CAHSEE grades 11 or 12 are counted only if the student passed.

Test weights are not percentages and do not necessarily need to total 100. The impact of these test weights is different for each school and LEA because the weights are applied based upon how many students took each kind of test. The following table shows the general impact of these test weights for the most common grade spans of schools, assuming an equal number of student results at each grade level:

School Content Area Weights for the Most Common Grade Spans, 2006–07 API

	K–5	6–8	9–12
English-Language Arts	53%	48%	29%
Mathematics	36%	32%	18%
Science	6%	7%	19%
History-Social Science		7%	14%
English-Language Arts	3%	4%	
Mathematics	2%	2%	
California High School Exit Exam (CAHSEE)			
English-Language Arts			10%
Mathematics			10%

How State API Results are Used

The API is used in meeting state requirements under the PSAA and federal AYP requirements under NCLB. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to become a California Distinguished School or National Blue Ribbon School. If a school does not meet or exceed its growth targets and is ranked in the lower part of the statewide distribution of the Base API, it may be identified for participation in state intervention programs, which are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP.

Federal Accountability Requirements

Federal results are reported in August and focus on how well schools and LEAs are meeting common standards of academic performance. The ultimate objective for schools and LEAs under NCLB is for 100 percent of students to achieve proficiency in English-language arts and mathematics by 2013–14.

Federal AYP

Federal results are reported in terms of how well schools and LEAs meet AYP criteria (also referred to as AYP targets). NCLB requires that all schools or LEAs of the same type meet

the same academic targets throughout the state, regardless of their baseline levels of performance. The AYP targets increase until 2014 when all schools and LEAs must have 100 percent of their students performing at the proficient level or above on statewide tests.

Test Results Used in AYP

The statewide test results used in AYP calculations differ from the results used in API calculations. The chart at the bottom of page 2 shows the content areas and grade levels of the tests used in AYP calculations.

AYP Performance Targets

Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect statewide performance levels and are the same for all schools and LEAs of the same type (see the table below). The requirements include: (1) student participation rate on statewide tests, (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests, (3) Growth API, and (4) graduation rate (if high school students are enrolled). Numerically significant subgroups at a school or LEA also must meet participation rate and percent proficient requirements. (Subgroups are defined on page 5.)

Statewide AYP Requirements for 2006–07 School Year

Type of School or LEA	Participation Rate	Percent Proficient in English-Language Arts	Percent Proficient in Mathematics	API Growth	Graduation Rate (if high school students enrolled)
Elementary Schools, Middle Schools, and Elementary School Districts		24.4%	26.5%		N/A
High Schools and High School Districts (with grade levels 9–12)	95%	22.3%	20.9%	590 or 1 point growth	82.9% or +0.1% one-year change or
Unified School Districts, High School Districts, and County Offices of Education (with grade levels 2–8 and 9–12)		23.0%	23.7%		+0.2% two-year change

AYP requirements will increase for the 2007–08 school year and annually thereafter until 2014. The AYP targets for 2002 through 2014 are shown on pages 27 to 29 in the *2006 Adequate Yearly Progress Report Information Guide* on the CDE Web site at http://www.cde.ca.gov/ayp.

Federal PI

Federal results, reported in August, include information about whether a school or LEA receiving federal Title I, Part A, Basic, funds has been identified for PI because it has not met AYP targets for two consecutive years within specific areas. Schools and LEAs in PI must implement additional federal requirements. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years. More information about PI identification and requirements can be found in the *Adequate Yearly Progress Report Information Guides* on the CDE Web site at http://www.cde.ca.gov/ayp/.

If a school or LEA is identified for PI, it must provide certain types of required services and/or interventions. A **school** identified for PI must notify parents and guardians about the PI status and offer school choice with paid transportation to students for the school year to attend another public school in the LEA that is not in PI. Some schools in PI also may need to provide supplemental services, such as tutoring to eligible students in the school, and be subject to other federal corrective actions. An **LEA** that is identified for PI must notify its parents and guardians about its PI status, develop or revise its improvement plan, implement the revised plan, and provide additional high quality staff development for its teachers. Types of possible school services for students, parents, and guardians are outlined in the following chart:

School Program Improvement Categories and Types of Services

Categories of Schools Receiving Federal Title I Funds	NCLB Options and Services for Students, Parents, and Guardians
Not in PI	■ School provides support programs to eligible Title I students
Year 1 in PI	■ Parents and guardians are eligible to send their children to a non-PI school in the LEA and to receive transportation at school district expense ■ School must revise its school plan within three months
Year 2 in PI	■ Same services as Year 1 PI school ■ Supplemental services, such as tutoring, available for all eligible students
Year 3 in PI	■ Same services as Year 2 PI school ■ School district provides corrective action to improve the school
Year 4 in PI	■ Same services as Year 3 PI school ■ School must develop a new alternative governance plan
Year 5 in PI	■ Same services as Year 4 PI school ■ School must implement its alternative governance plan

Determining Subgroups for API and AYP

To be considered numerically significant for the API and AYP, a subgroup must either: (1) have at least 50 students enrolled or with valid test scores who make up at least 15 percent of the school's enrollment or total valid test scores, or (2) have at least 100 students enrolled or with valid test scores. Subgroup results for API and AYP are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

API Use Differs in State and Federal Criteria

The API is used in both state and federal target criteria, but the use of the API differs. Under state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 or maintain a score of 800 or above. To meet federal AYP criteria, a school or LEA must have a minimum API of 590 or have at least one point growth in the schoolwide API. This is in addition to the other federal requirements (participation rate, percent proficient, and graduation rate if high school students are enrolled).

Federal Requirements for English Learners

NCLB also requires LEAs that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and demonstrating English language proficiency. The test used in California to measure English proficiency is the California English Language Development Test (CELDT). Separate from the AYP Report, the Title III Accountability Report is released in September and provides results of how well LEAs met the Title III accountability targets.

Frequently Asked Questions

What measure is the most important—growth or performance?
Both measures are important for evaluating a school's academic achievement. The percentage of students' test scores at the proficient level or above is one important way to view the overall achievement of a school. At the same time, the growth measure also is important. API growth measures the change in academic achievement for students from one year to the next. Even a school with 90 percent or more of its students' scores at the proficient level or above has room for students to grow academically each year.

How can a school be high performing for the API and not make AYP?
Although a school could have high API growth and/or performance, it could fall short on participation rate, percent proficient, or graduation rate (if it enrolls high school students) and not make AYP. This is because criteria for API and AYP are different.

The API measures a school's composite academic growth from one year to the next. A school and its numerically significant subgroups must meet API growth targets (up to 11 criteria) annually.

AYP measures school performance differently. To meet AYP, a school and LEA as well as subgroups must meet established performance levels, or targets, (up to 46 criteria) annually.

How do the state content standards fit into accountability?
The SBE has adopted state content standards to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The API and AYP are calculated from the results of statewide testing that is aligned with those content standards.

How does the API model fit with federal AYP requirements?
The API functions as a catalyst for significant improvements in student achievement. In addition, federal AYP requirements provide incentives for schools and LEAs to strive toward increasing the numbers of students who reach proficiency. These combined goals are working to move California toward the elimination of achievement gaps.

How will the new API growth targets affect schools?
At its May 2006 meeting, the SBE adopted more challenging API growth targets for subgroups and raised the minimum API growth target to 5 points, beginning with the 2006 Base API reports. The impact of this change means that API growth targets will be more challenging for schools with subgroup Base APIs below 800. The intent of this action is to narrow the achievement gap that exists between traditionally higher- and lower-scoring student subgroups.

How can high-performing schools still meet their growth goals year after year?
While it may seem more difficult for schools with a high percentage of students' scores at the proficient level or above to continue meeting growth expectations, it is possible for them to do so. Even if all students in a school scored at the proficient level or above last year, those same students are challenged by new material the following year (in the next grade level). The growth measure inherently provides opportunity for students to demonstrate growth as they learn new material.

What happens to low-performing schools?

There are a number of different state and federally funded programs and resources available to low-performing schools to assist them in their improvement efforts.

The following state-funded programs are available:

- High Priority Schools Grant Program (HPSGP)—Assists the lowest performing schools, schools in API decile ranks 1 to 5, to increase student achievement.
- Immediate Intervention/Underperforming Schools Program (II/USP)—Provides guidance and resources for selected schools.
- Quality Education Investment Act (QEIA) of 2006—Assists the lowest performing schools, schools in API decile ranks 1 and 2, to increase student achievement.
- State Monitored Schools—Provides additional help for II/USP and HPSGP schools that continually fail to make growth in the API.

The following federally-funded programs are available:

- Comprehensive School Reform (CSR)—Offers schools and districts the opportunity to implement schoolwide, research-based reform strategies to increase student achievement.
- Program Improvement (PI), Title I—Supports the costs of activities required for LEAs identified as PI and LEAs with Title I schools, including those identified as PI.
- Statewide System of School Support (S4)—County offices of education provide technical assistance for LEAs identified as PI and LEAs with Title I schools, including those identified as PI.

More detailed information about these programs can be found on the CDE Web site at http://www.cde.ca.gov/ta/lp/. More detailed information about S4 and the Regional System of District and School Support (RSDSS) throughout the state can be found on the CDE Web site at http://www.cde.ca.gov/sp/sw/ss/.

Additional Information

The following CDE resources provide further information about the state and federal accountability system:

- **APR** — http://www.cde.ca.gov/apr/
  phone: (916) 319-0863
  e-mail: aau@cde.ca.gov

- **API** — http://www.cde.ca.gov/api/
  phone: (916) 319-0863
  e-mail: aau@cde.ca.gov

- **AYP** — http://www.cde.ca.gov/ayp/
  phone: (916) 319-0863
  e-mail: aau@cde.ca.gov

- **PI Identification** — http://www.cde.ca.gov/ayp/
  phone: (916) 319-0875
  e-mail: evaluation@cde.ca.gov

- **PI Requirements** —
  http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
  phone: (916) 319-0854
  e-mail: pi@cde.ca.gov

- **Title III** — http://www.cde.ca.gov/sp/el/t3/acct.asp
  phone: (916) 319-0845
  e-mail: amao@cde.ca.gov

- **ASAM**— http://www.cde.ca.gov/ta/ac/am/
  phone: (916) 322-5012
  e-mail: asam@cde.ca.gov

More Information on the California Department of Education Web Site

Accountability Progress Reporting (APR) System http://www.cde.ca.gov/apr/	
Academic Performance Index (API) http://www.cde.ca.gov/api/	**Adequate Yearly Progress (AYP)** http://www.cde.ca.gov/ayp/
• API Reports, Data Files, and Glossary • Base and Growth API Report Information Guides • Calculation Spreadsheets Base and Growth • Parent Guide (English and Spanish) • API and AYP Key Elements • API Law and Accountability Research Reports • Previous API reports and documents • Related Web sites	• AYP Reports, Data Files, and Glossary • Title I Program Improvement Status Reports and Data Files • AYP Report Information Guide • Appeal Form • Parent Guide (English and Spanish) • API and AYP Key Elements • Previous AYP reports and documents • PowerPoint presenations • Related Web sites